

In addition to what has already been intimated, only some general suggestions can now be made in answer to this inquiry.

A paragraph of the Prussian school law replies: "In order that a master may be enabled to fulfil the duties of his station, he ought to be religious, wise, alive to the importance of his profession. He ought to thoroughly understand the duties of his profession; to have acquired the art of teaching and managing youth, to be firm in his fidelity to the state—*i. e., patriotic*—conscientious in the discharge of his duties, friendly and prudent in his relation to the parents of the children, and with his fellow-citizens in general; finally, he ought to inspire all around him with a lively interest in the progress of his school, and render them favorably inclined to second his own wishes and endeavors."

The instructor, then, should have a thorough education, a high character, a well-regulated temper, and a knowledge of the science of school teaching. Nothing but a very high education can fit a person for the proper performance of that most delicate, difficult, and important duty of the education of a child, where the teacher is both the guide and the model. It requires, also, an education of the habits for the work. The instructor should be free from coarseness and vulgarity, and from any indications of stupidity and incompetency for his duties. "It is much better," says a Prussian School Inspector, "to be without teachers altogether, than to leave the training of your children to persons of narrow minds, unrestrained passions, ungoverned tongues, and meagre intelligence." The teacher should be courteous and refined. A courteous and intelligent manner of speaking has a salutary influence, not only on the young, but also on society. Nothing less than this refinement of feeling will qualify a man for a matter like education, which requires a long, persevering, careful, wise, intelligent, and most tender handling—a work which had better be left alone, than be attempted in a manner to create disgust, or embitter early associations, or to render virtuous and ennobling pursuits disgusting through subsequent life.

The teacher should have fully and distinctly in his mind the whole course of instruction, not only as it respects the subjects to be taught, but also all the best modes of teaching, that he may be able readily and decidedly to vary his method according to the peculiarities of each individual mind that may come under his care. This is the true secret of teaching.

A teacher should be free from all arrogant pretensions and affected humility—should rule his school by love. He should have a strong love for his employment, entire devotion to his work, and a profound conviction of the sacredness and importance of the office which he fills.

The object of education in this country is to make immediately available, for the highest and best purpose, all real talent in the nation. To effect this purpose, teachers must possess strong, independent, and influential minds.

Upon parochial ministers and school teachers, far more than we are generally aware of, the intelligence, the morality, and the religion of the people depend. The cordial co-operation of these professions is important. The minister acts upon the adults, the teacher upon the young. The influence of the minister is necessary to secure the success of the teacher's efforts; and, on the other hand, without the earnest aid of teachers, the fairest hopes of the minister may be blighted in the bud.

*How can such instructors as the necessities of primary schools require be obtained?*

We must have teachers who know the theory and practice of school-keeping—who know what to teach and how to teach—who have all the information, discipline, and other qualifications requisite for a correct and successful discharge of their duty. The ordinary course of education will never produce them. It never has—it never will. If we would

have an ample supply of able and accomplished teachers, we must adopt proper measures to raise them up—we must have institutions to educate them. A very few of extraordinary powers may be found, as we sometimes find able mechanics and great mathematicians, who had no special training in their favorite pursuits; but these general exceptions to a general rule will never multiply fast enough to supply our schools with able teachers. The great majority that offer themselves for this service, having obtained sufficient education to presume to undertake it, and who will find employment, because they are cheap servants, are not of class. Teachers must be educated—trained for their work. This doctrine has been acted upon in Prussia ever since 1735—that is, 121 years; and the great success of the German system is attributable to those provisions of the system which relate to teachers, connected with Normal schools, or schools established and sustained by government to educate instructors of primary schools. There are many of these schools, located in the different departments of the country, resorted to by teachers from all parts of Germany, to be trained in science and literature, and in principles and practice of teaching. In 1848, there were 34,000 teachers, having charge of primary schools, who had been thus thoroughly educated in the studies they were required to teach, and in the best methods of teaching. No young man was admitted into a Normal school who was not sixteen years of age—who had not passed through a course of instruction in an elementary primary school—nor could any young man be received of the excellence of whose moral character there was the least ground of suspicion. The course of instruction is three years, the first of which is devoted to the continuation of the course of instruction which the pupil commenced in the primary school; the second, to instruction of a still higher character; and the third, a practice in a primary school connected with the establishment. The examinations are very rigid, and no one is allowed to instruct a primary school who has not completed the course of study pursued at the Normal school, and who has not testimonials of due qualification from the school commissioner.

A liberal gentleman established a teachers' seminary in France as early as 1810, but it was not till 1832 that the German system of Normal schools was adopted by the French government, and established throughout the country. In 1848 the number of schools was 93, and the number of graduates at them was 10,555.

In 1832, M. Guizot, minister of public instruction, addressed to the Chamber of Deputies the following sentiments: "It cannot be too often repeated, that it is the master that makes the school. Primary instruction depends altogether upon corresponding Normal schools. The prosperity of these establishments is the measure of the progress of primary, elementary instruction. Normal schools wherever they exist, form in each department a vast force of light, scattering its rays in all directions among the people. The Normal school has rendered immense service to the country; it has given us our best instructors—it has raised to a considerable extent the love of popular instruction. The teachers that come from Normal schools are infinitely superior to others. They are superior in capacity—by their faithful observance of rules—and almost always by their zeal, and by their conduct toward the local authorities, and the heads of families."

So early as 1805 is found in London the germ of institutions in England for training teachers for elementary schools. Subsequently the necessity of training well-qualified instructors, by means of a special course of instruction and practice, was ably discussed, and the mode and results of such training, as exhibited on the Continent, and especially in Prussia, were ably advocated, in Parliament, in pamphlets, reviews, and the daily press. In 1835, Lord Brougham, in a speech